03
Elevate



Elevate your expectations and standards



Parade students demonstrate the Habit of elevate by:

- seeking to achieve their personal best
- completing assigned work in class
- completing homework
- undertaking regular revision
- not settling for mediocrity
- having a growth mindset.

Examples

- I know this worksheet isn't going to be reported on, but I still try my personal best. I want to ensure I'm showing my teacher everything I know.
- I complete assigned independent learning tasks and homework to the best of my ability. I know I won't have access to AI when I'm completing a test, so I use these practice opportunities wisely.
- I want to be proud of my work, so I elevate my expectations therefore getting the best result possible.

Non-examples

- It's just a practice test, it's okay if I don't try my personal best.
- My teacher might not check this piece of homework, so I won't try very hard.
- My friends don't care too much about their academic results, I'll just be happy that I get over 50%.
- We have exams coming up. I'll start studying the week before.
- I struggled with maths last year and only ever get D grades. I won't try this year, because I believe that is my potential.



Tips to improve

- Embrace every learning opportunity.
- It's okay to make mistakes - that's how new learning happens.
- It's also okay to try really hard and still be disappointed in your result - it shows that you care and are engaged with your learning.
- Make an after-school study timetable and plan out your weekly revision.

How your teachers will support you

Your teachers are committed to helping you elevate your expectations and standards. And they want to help you achieve your goals! They will:

Have a growth mindset	Believe in your capacity to grow and improve. They will model the struggles and effort required for them to learn challenging material.
Expect more from you	Check previous assessment data, your performance in NAPLAN or ACER testing to challenge you to achieve your personal best.
Teach you how to study	Guide and model study and revision approaches specific to the subject they're teaching.

When teachers hold you accountable, they are showing they care and believe in your potential. The opposite of this, is letting students experience no challenge or growth in their learning.



Growth mindset

"Research has shown that when students have a growth mindset, they are more likely to challenge themselves, believe that they can achieve more, and become stronger, more resilient and creative problem solvers. Educators can have an enormous impact on the mindset of their students." (Stanford University, 2025)

Students should reflect on the effort they have made to learn new skills and then **respond** to the constructive feedback offered by their teacher. The combination of both facilitates meaningful improvement.

Homework

Homework is assigned work set by your teacher. It may take many forms:

- finishing off independent learning activities from class
- problem-solving or challenge activities
- review worksheets from a prior topic
- pre-learning for the next lesson
- studying key vocabulary terms
- completing a part of an assignment

The purpose of homework is to consolidate new learning and skills from class. It is an opportunity for you to practise the new skill independently and gauge how successful you have been in transferring your knowledge. Homework also allows you to review what was completed in class so that it moves from your short-term memory to your long-term memory.

Study

Study is similar to homework in the fact that it is completed independently, outside of class; however, study is self-nominated and directed by the student.

Whilst your teacher will make suggestions on what to review and when, and they will teach you the best study approaches for their specific subject, studying is ultimately the responsibility of the engaged and pro-active student.

Study approaches could include:

- completing exercises for maths from the topic covered three weeks ago.
- making flash cards for vocabulary in science and languages.
- re-reading your English novel looking for quotes that support a key theme.
- constructing a mind-map linking key events in humanities.
- creating annotated diagrams and tables for health.
- drawing a flow-chart for a key process in carpentry.



Tricks to try

- Include study in your weekly after-school study timetable - if you plan for it, its more likely to happen!
- Study in blocks of 30 minutes then give yourself a break, go for a walk, and change activity. This gives your brain the chance to process your learning.
- Review prior concepts regularly. Example, review the first topic in the subject after one week, then after one month, and then after one term. This way, it will stay fresh in your brain!

Students requiring additional support

The College uses a wide range of data to ensure students are progressing with their learning.
Students identified of being at risk of not meeting the curriculum requirements will be supported by:

Referral to homework club or Nano Nagle tutoring	Homework club offers all students after-school support; it is particularly useful for junior maths and English students. Nano Nagle is an after-school tutoring program for VCE students.
Referral to support services	College counsellors and academic advisors may help students with their study approaches and time management. Careers counsellors are helpful during subject selection time and when considering pathways such as VCE or VCE VM.
Parent meetings	Parent meetings may occur when the school has concerns about your academic pathways.

We are committed to your enrolment here at Parade and will refer you to varied supports to ensure you are achieving your personal best. House Leaders (and the Wellbeing team) will work with members from Teaching and Learning and with Learning Diversity (as required) to help you succeed. Your academic results are important and may impact the pathways open to you in future years.



Individuality

All students are welcomed and celebrated at Parade College, this includes students who receive support from Learning Diversity.

Consequently, a nuanced lens is applied when reviewing the academic performance of all students. We understand that students have varied skills and we do not expect every student to always achieve top grades. Instead, we want to support students to demonstrate growth and progress with their learning.